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ABSTRACT

This guide to the evaluation of immigrant legalization education programs in agencies approved for State Legalization Impact Assistance Grants (SLIAG) is divided into two parts. The first part describes how an agency's staff members can review their program in terms of quality criteria. Rating criteria and forms are provided for assessing overall program organization, application and transfer of learning, teacher monitoring and classroom communication, learning styles and processes, appropriateness of materials, classroom grouping strategies, and student guidance options. The second part describes how an agency's staff members can review their programs for legal requirements through pre-enrollment appraisal, assessment, record-keeping (basic student information, residence information, attendance records, and certification), fiscal controls (accounting system, reimbursement claims, and equipment), and program information and evaluation. A summary profile form and a teacher self-evaluation form are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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AMNESTY EDUCATION PROGRAM REVIEW

An Integration of Program Leadership and Instructional Improvement

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AMNESTY EDUCATION

PROGRAM REVIEW

AMNESTY EDUCATION OFFICE

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AMNESTY EDUCATION
PROGRAM REVIEW

PROVIDER INFORMATION

Name of Organization: _____

Address: _____

_____

Organization Telephone Number: ( ) _____

Name of Chief Administrator: _____

Name of Contact Person: _____

Contact Person Telephone Number: ( ) _____

Instructional Site(s) Reviewed:

1. _____
2. _____
3. _____
4. _____

Please list (or attach a list) of all OTHER instructional sites used by this organization for AMNESTY EDUCATION:

1. _____
2. _____
3. _____
4. _____
5. _____

Date of Onsite Review: _____

Name of Reviewer: _____

Signature of Reviewer: _____

Date of Submission to SDE Amnesty Education Office: _____

FOREWORD

Integrating quality standards to promote improvement in SLIAG-approved agencies in 1989-90 has been deemed an essential task by the State Department of Education.

The Amnesty Education Office, State Department of Education, developed the "Amnesty Education Program Review" instrument in consultation with a committee composed of field representatives from all three agency types -- community colleges, private/nonprofit agencies, and adult schools. Our goal is to provide leadership in the continued development of quality Amnesty education programs. The Program Review is one component of our leadership role. Through the simplification, streamlining, and coordination of legal requirements under the Immigration Reform and Control Act of 1986, we expect to: (1) Insure statewide adherence to legal requirements for all SLIAG-approved agencies; and (2) Promote a heightened awareness of the essential characteristics of a quality Amnesty education program, which all students deserve.

The document is divided into two parts. Part One (white colored) describes how an agency's staff members can review their program in terms of quality criteria. Part Two (blue colored) describes how an agency's staff members can review their program for legal requirements.

It is our purpose that the results of this review be used to improve programs for Amnesty students.

John R. Schaeffer

Director, Migrant and Amnesty Education Division
California State Department of Education

AMNESTY EDUCATION
PROGRAM
REVIEW

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RATING CRITERIA for OVERALL ORGANIZATION

Overall Rating	
4	The teachers have access to the agency's curriculum plan. Each teacher has a copy of the course of study outline for the course taught, and the lessons observed clearly relate to this plan. The civics content presented and the level of English used to teach that content follow guidelines. Previously taught material is reviewed, and new material is sequentially presented, paced according to student ability, and practiced. Where appropriate, content is illustrated by real-life tasks, and students have an opportunity to practice those tasks.
3	There is an underlying plan that guides the lessons observed, but the focus is not always clear (e.g., one segment may not have a clear relationship to another). Pacing may appear either too fast or slow as evidenced by some student frustration or inattention. While civics curriculum is being presented, it may not be sufficiently integrated into the English language instruction. Some student practice is provided by the teachers, but application of the lessons to real-life issues may be minimal. The teacher may adhere firmly to the lesson plan, possibly at the expense of adjusting the teaching for student needs.
2	There is a curriculum plan in existence, but it is difficult to relate it to much of the lesson observed. There may be a plan guiding the lessons observed, but it may appear disjointed and the focus may frequently be unclear. Pacing may create problems for student attention and comprehension. There is no attempt to integrate civics and ESL instruction. The ESL instruction may not focus on language structures appropriate to student skill level and civics segments may ignore student language learning needs altogether. Stages of the lesson observed may not be sequential or related in content. There may be little or no attempt to provide student practice or application activities to place the lesson content in the context of the students' lives.
1	The teacher is not aware of the agency's curriculum plan (it may be in the agency's central office). The lesson observed does not appear to have a clear plan, focus, or sequence. Pacing is uneven, and students are confused and restless. There is no attempt to integrate civics and ESL instruction. ESL instruction provided does not address appropriate language skills for students, and civics instruction provided is not appropriate for students' civics needs. There is no attempt to provide student practice, and no attempt is made to structure application activities to show students how to apply classroom learning to real life.

AMNESTY EDUCATION
PROGRAM REVIEW

OVERALL ORGANIZATION

Overall Organization of the Lessons Observed

(please circle)

No/Not Existing — Yes/Fully Implemented

NO			YES	
☐			☐	***A. A copy of the provider's submitted curriculum plan is accessible to each teacher.***
1	2	3	4	B. The curriculum specified in the curriculum plan is being implemented in the classroom.
1	2	3	4	C. The average student/teacher ratio is at or below 25/1.
1	2	3	4	***D. The instruction provided integrates English language skills with civics content at each level of instruction.***
1	2	3	4	E. The stages of each lesson illustrate prior planning and appropriate sequencing, such as: • Warm-up and/or Review • Presentation of New Materials • Practice • Application to Students' Lives

Total number of Classroom Visits made: ☐

Levels Observed: _____

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

_____

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_____

_____ 1

NOTE: Some items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for APPLICATION AND TRANSFER OF LEARNING

Overall Rating	
4	There are clear objectives for each lesson observed, and these objectives in all cases appear to be transferable to real-life situations. The content of all lessons observed addresses student needs. The lessons observed illustrate a smooth integration of civics content with ESL structures at the appropriate level of difficulty. In all instances there are direct illustrations and practice of real-life tasks. The civics-related tasks performed by students require the same ESL structures that have been taught in the lessons.
3	There are clear objectives for lessons observed, and in most cases these objectives appear to be transferable to real-life situations, although transfer may be difficult in some instances. The content of the lessons observed, for the most part, addresses student needs, although there may be some skills taught that do not appear particularly necessary for students – or some skills not taught that would appear quite necessary. There is an attempt to integrate the civics content with ESL structures and skills, but at times it may seem forced or uneven in quality. For example, the ESL structures presented may be appropriate to student needs and clearly related to real-world performance demands, but the civics content may be presented in a way that does not show a clear relationship to the ESL skills, or to real-world performance demands.
2	The objectives for the lessons may not be clear, and the content of the lessons may not be transferable to real-life situations. The content of the lessons observed may not address student needs. The presentation of basic ESL language skills is usually separated from the presentation of civics content. Minimal practice time is allowed, and the practice activities do not appear to be leading to real-life performance applications. Minimal attempts are made to show how either the ESL skills or the civics content are to be applied by students and transferred to real-life situations.
1	The objectives for the lessons are not clear, and the content of the lessons does not appear to be transferable to real-life situations. The content of the lessons observed does not appear to address student needs. Civics content and ESL language skills are taught separately. Civics content is haphazard and taught as information only, with no attempt to practice or apply the concepts taught, or to integrate with the ESL skills taught. ESL instruction, similarly, focuses only on language structures and drills without reference to civics content or to real-world language performance demands. Transfer of classroom knowledge to the real world is left completely up to the student.

APPLICATION AND TRANSFER OF LEARNING

Application and Transfer of Learning

(please circle)

No/Not Existing			Yes/Fully Implemented	
1	2	3	4	A. There are clear objectives for each lesson observed, and these objectives appear to be transferable to real-life situations.
1	2	3	4	B. The content of the lessons observed address student needs.
1	2	3	4	C. The lessons observed focus on both basic language skills (listening, speaking, reading, and writing) and the application of those skills to civics and/or community participation in the United States.

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

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2

RATING CRITERIA for TEACHER MONITORING AND CLASSROOM COMMUNICATION

Overall Rating	
4	The students in all classes observed are on task and appear to enjoy the activities. The teachers praise honestly but not effusively and elaborate or pursue student concerns. There are a variety of activities, and the teachers continually monitor and assist when necessary, using a variety of effective questioning and other monitoring techniques. Explanations are clear, and transitions between activities are made smoothly. If students are having difficulty, the teachers change the pace or content to insure student success. Teachers make needed adjustments to lessons, based upon their monitoring of student performance.
3	Most of the time, students in all classes observed appear to be on task and enjoying the activities. The teachers generally make effective use of positive feedback. The teachers observed use more than one activity per class, and in most cases the teacher monitors continually and assists when necessary. The activities observed generally appear related to the stated purpose of the classes. The teachers seem aware of appropriate pacing, usually allowing sufficient time for students to answer. Explanations are generally clear, and transitions between activities are usually well executed by teachers and understood by students. The teachers generally make needed adjustments to lessons.
2	Students are sometimes attentive, although not always engaged. Only a small number of students regularly and enthusiastically participate in all aspects of classroom activities. Teachers may not always be consistent in the use of positive feedback, sometimes failing to reinforce desirable student behavior, and sometimes reinforcing inappropriate behaviors. The main device for monitoring students is a question/answer approach. If the student is unable to respond quickly, the teachers usually just "gives the answer." Explanations may often be unclear, and the teachers may frequently fail to take steps to clarify student comprehension problems. Once the lesson is planned, teachers do not adjust the lesson plan, regardless of student response.
1	Students are seldom attentive, appearing disengaged or even bored, and most are not seriously involved in lesson activities. The teachers fail to use positive feedback effectively; little praise is given, as the correct response is expected. Teacher presentation, choral response, spelling, and copywork or worksheets constitute the main classroom activities. The teachers monitor by correcting papers or by student response to the teachers' information questions. Explanations are consistently unclear to students, and few effective attempts are made to clarify areas of student misunderstanding. No adjustments to the lesson plan are made to respond to student feedback or expressed needs.

CLASSROOM OBSERVATION FORM

Agency Name: _____ **Date:** _____

Time of Class: _____ **Name of Reviewer:** _____

Time of Observation: _____ **Level of Class:** _____

Name of Teacher: _____ **321 Class/Teacher I.D. # (5):** _ _ _ _ _

No. of Students in Class: _____

Overall Organization of the Lesson Observed

Overall Rating (circle)	1	2	3	4

A copy of the provider's submitted curriculum plan is accessible to each teacher.

The curriculum specified in the curriculum plan is being implemented in the classroom

The average student/teacher ratio is at or below 25/1.

The instruction provided integrates English language skills with civics content at each level of instruction.

The stages of each lesson illustrate prior planning and appropriate sequencing such as:

- Warm-up and/or Review
- Presentation of New Martials
- Practice
- Application to Students' Lives

NOTES

Application and Transfer of Learning

Overall Rating (circle)	1	2	3	4

There are clear objectives for each lesson observed, and these objectives appear to be transferable to real-life situations.

The content of the lessons observed appear to address student needs.

The lessons observed focus on both basic language skills (listening, speaking, reading, and writing) and the application of those skills to civics and/or community participation in the United States.

NOTES

Teacher Monitoring and Classroom Communication

Overall Rating (circle)	1	2	3	4

The teachers observed encourage active student participation.

The teachers observed motivate students to stay on task.

The teachers observed provide clear explanations and/or demonstrations.

The teachers observed provide positive feedback through the lesson.

Throughout the lesson, the teachers observed use a variety of ways to check for student understanding – such as questioning strategies, checking performance, etc.

The teachers observed adjust their lessons to student needs and abilities.

NOTES

Learning Styles and Processes

Overall Rating (circle)	1	2	3	4

The teachers observed teach effectively to the aural/oral sensory modality (i.e., speaking and listening activities).

The teachers observed teach effectively to the visual sensory modality (i.e., use the chalkboard, pictures, overhead transparencies, etc.).

The teachers observed teach effectively to the kinesthetic sensory modality (i.e., use of physical movement to reinforce learning).

NOTES

Appropriateness of Materials

Overall Rating (circle)	1	2	3	4

The materials used in the classes observed are appropriate for students in terms of:

- Levels of Difficulty
- Format and Print Size
- Adult Orientation
- Lack of Bias (culture, race, age, sex)

If the classes observed are multi-level, the teachers provide different levels of materials based on student needs and abilities.

Materials used are appropriate for the objectives of the lessons observed.

There are learning materials available for all students in the classes observed.

NOTES

Classroom Grouping Strategies

Overall Rating (circle)	1	2	3	4

The teachers observed use a variety of grouping strategies (e.g., whole group, small group, cooperative learning, individualized, etc.) as appropriate.

The teachers observed clearly set up the grouping activity so that the students understand what the teachers want them to do.

The grouping activities observed show a clear focus on the lesson objective.

At the end of the grouping activities observed, teachers provide appropriate culminating activities to summarize and apply the learning done in groups to real life.

NOTES

Observed Strengths:

Possible Areas of Improvement:

TEACHER MONITORING AND CLASSROOM COMMUNICATION

Teacher Monitoring and Classroom Communication

(please circle)

No/Not Existing — Yes/Fully Implemented

Number of Classes Observed: ☐ ESL/Civics ☐ Civics

1	2	3	4	A. The teachers observed encourage active student participation.
1	2	3	4	B. The teachers observed motivate students to stay on task.
1	2	3	4	C. The teachers observed provide clear explanations and/or demonstrations.
1	2	3	4	D. The teachers observed provide positive feedback throughout the lesson.
1	2	3	4	E. Throughout the lesson, the teachers observed use a variety of ways to check for student understanding – such as questioning strategies, checking performance, etc.
1	2	3	4	F. The teachers observed adjust their lessons to student needs and abilities.

Please check types of classroom format observed:

☐ Independent Learning Center ☐ Whole Group Instruction ☐ Small Group Instruction ☐ Pairs

OVERALL RATING: *(circle)*	1 2 3 4

Comments: _____

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_____

_____ 3

RATING CRITERIA for LEARNING STYLES AND PROCESSES

Overall Rating	
4	The teacher has clearly planned the lesson to insure that a variety of learning modalities are addressed. In addition, the modalities used appear to fit the learning objective (e.g., aural/oral for language processing; visual for identification and reinforcement; and kinesthetic, or "hands-on" to demonstrate related tasks -- such as "Pick up the pencil," and the pencil is picked up).
3	The teachers observed attempt a variety of strategies that require the use of different sensory modalities (i.e., aural/oral, visual, kinesthetic). On occasion it appears that the activities are done for that purpose alone (that is, to "show variety"), and not because they best suit the lesson content.
2	The teachers observed may address more than one sensory modality (though possibly not all three modalities). The modalities used may often be inappropriate to the lesson content (e.g., copying text from a chalkboard or book, when oral language usage is the lesson goal).
1	The teachers observed address only one sensory modality (e.g., only aural/oral, or only visual, or only kinesthetic -- "hands-on"). For example, the lesson may be all "teacher talk" with little student interaction.

LEARNING STYLES AND PROCESSES

Learning Styles and Processes *(please circle)*				
No/Not Existing			Yes/Fully Implemented	
1	2	3	4	A. The teachers observed teach effectively to the aural/oral sensory modality (i.e., speaking and listening activities).
1	2	3	4	B. The teachers observed teach effectively to the visual sensory modality (i.e., use of chalkboard, pictures, overhead transparencies, etc.)
1	2	3	4	C. The teachers observed teach effectively to the kinesthetic sensory modality (i.e., use of physical movement to reinforce learning).

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

_____

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_____ 4

RATING CRITERIA for APPROPRIATENESS OF MATERIALS

Overall Rating	
4	The instructional materials are carefully selected and in all cases appear to support the objectives of the lessons observed. The varied materials are readable by the different groups to which they are given, and students remain on-task. Alternative materials are available and used with different groups of learners at different levels of language proficiency. The materials are of a suitable length to afford completion and are selected to reflect adult needs and varied cultural backgrounds. There is a close match between the materials and lesson objective. There are enough materials for all students to use.
3	In most classes observed, the materials used support the lesson objectives. When the teachers observed attempt to group students by language level, they generally provide materials that are appropriate to the needs of the different groups. In most cases, the materials hold the students' interest, and teachers are alert to difficulties, making adjustments to keep the class on task when needed. The materials, in general, appear appropriate in format, adult orientation, and absence of bias. There are enough materials for all students to use.
2	In some of the classes observed, the materials support the lesson objectives, but in some it may be unclear how the materials used are leading to the achievement of the lesson objective. Some materials may be teacher-made and thus designed for the lesson objectives. Other materials may simply represent something for the students "to do" and may appear unrelated to the lesson. Few attempts may have been made to provide different materials for different language skill levels, and most students are all studying the same materials. Some attempt may have been made to assure that materials are appropriate in format, adult orientation, and absence of bias. In most cases, there are enough materials for all students to use.
1	Many of the materials used in the classes observed may appear inappropriate and unrelated to the lesson objectives (e.g., the vocabulary and language structures may be too easy or difficult; the print size or duplication may be too small or faint to read; or the materials may be child-oriented and may present stereotypes of sex, race, age, or culture). Many of the materials used may appear to be designed to "keep students busy" without apparent reference to practicing or applying real-world civics and language skills. No attempts appear to have been made to provide different materials for different language skill levels, and all students appear to be studying the same materials. There may not be enough materials available for all students to use.

APPROPRIATENESS OF MATERIALS

Appropriateness of Materials

(please circle)

No/Not Existing — Yes/Fully Implemented

Number of Classes Observed: ☐ ESL/Civics ☐ Civics

1 2 3 4	A. The materials used in the classes observed are approriate for students in terms of: • Levels of Difficulty • Format and Print Size • Adult Orientation • Lack of Bias (culture, race, age, sex)
1 2 3 4	B. If the classes observed are multi-level, the teachers provide different levels of materials based on student needs and abilities.
1 2 3 4	C. Materials used are appropriate for the objectives of the lessons observed.
1 2 3 4	D. There are learning materials available for all students in the classes observed.
1 2 3 4	***E. INS textbooks are available for use at the site.***

Please check types of classroom format observed:

☐ Independent Learning Center ☐ Whole Group Instruction ☐ Small Group Instruction ☐ Pairs

OVERALL RATING: *(circle)*	1 2 3 4

Comments: _____

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5

NOTE: Some items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for CLASSROOM GROUPING STRATEGIES

Overall Rating	
4	The teachers observed use a variety of grouping strategies (whole-group, small-group, pairs, and individualized instruction) depending on the objectives of the lesson, class size, and student needs or interest. The teachers clearly set up the group activities so that students move easily into group tasks with minimal confusion (e.g., the teacher gives the purpose, demonstrates the task, assigns task roles as needed, and monitors to avoid misunderstanding). The group work supports objectives and is followed by a culminating activity and/or feedback.
3	The teachers observed display some variety in the use of various grouping strategies (such as paired practice), and they attempt some group activities other than whole-group, teacher-centered instruction. Activities done in groups are usually related to the class objectives and keep students on task. In most cases, the teachers clearly set up the group activities, so that only some students show confusion about what is expected of them. In most cases, teachers attempt to "pull together" what has happened at the end of a grouping activity to provide closure and reinforcement.
2	In some of the classes observed, teachers may occasionally divide students into groups for learning activities. At times the tasks or objectives may seem unclear or unrelated, and students may frequently display confusion about what is expected of them in the grouping activities. The teachers may appear to be more comfortable when "in control" of whole-group activities, than when attempting multiple group activities. In some cases, when grouping activities are used, they may be presented as "fun" time-users rather than as serious, integrated class activities. Teachers may make little attempt to provide an appropriate culminating activity to "sum up" the learning accomplished in small groups.
1	In almost all cases observed, teachers employ only one grouping strategy (usually whole-group or individualized). This unitary approach may not appear to best serve class objectives in all cases (e.g., only whole group choral response in an ESL class when a dialogue is being practiced).

CLASSROOM GROUPING STRATEGIES

Classroom Grouping Strategies

(please circle)

No/Not Existing — Yes/Fully Implemented

Number of Classes Observed: ☐ ESL/Civics ☐ Civics

1	2	3	4	A. The teachers observed use a variety of grouping strategies (e.g., whole group, small group, cooperative learning, individualized, etc.) as appropriate.
1	2	3	4	B. The teachers observed clearly set up the grouping activity so that the students understand what the teachers want them to do.
1	2	3	4	C. The grouping activities observed show a clear focus on the lesson objective.
1	2	3	4	D. At the end of the grouping activities observed, teachers provide appropriate culminating activities to summarize and apply the learning done in groups to real life.

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

6

AMNESTY EDUCATION
PROGRAM REVIEW

RATING CRITERIA for STUDENT OPTIONS

Overall Rating	
4	Teachers may serve as counselors to the students, but they also have a counselor or guidance person on whom to call for advice in special or sensitive circumstances. Either the teacher, guidance person, or administrator insures that students understand their options for meeting Phase II requirements (e.g., certification and permanent resident status). In addition, students are counseled about the possibilities, advantages, and availability of further education, including vocational and academic classes.
3	There is a counselor or guidance person available on site, but s/he is not readily available to teachers in the program, who then usually either make educated guesses regarding appropriate responses to student concerns, or are unable to respond. If time permits, the teacher may later seek out the counselor for confirmation or advice. The counselor's time tends to be spent in programming or other record-keeping tasks, but s/he does come to class to present some student options regarding Phase II or other future prospects for students.
2	There may be a counselor or guidance person at the "district/central agency" level. There may be little interaction with students unless they make the effort to seek him/her out. Guest speakers, such as INS representatives, may make the main contribution regarding Amnesty options for students. The teacher may mention other educational opportunities if the question comes up, but there is in no place no specific process or plan to provide counseling information to students.
1	No trained counselor or guidance person is available either for students or staff to consult. Students receive Phase II option information only if it is provided by the central agency/district office, INS, or other external technical assistance intervention. No attempt appears to be made to suggest further educational opportunities for students.

STUDENT OPTIONS

Student Options

(please circle)

No/Not Existing			Yes/Fully Implemented	
1	2	3	4	A. Guidance personnel are available to students, faculty, or staff.
1	2	3	4	***B. Students are informed of the various options available for meeting the Phase II educational requirements for adjustment to permanent resident status.***
1	2	3	4	C. Students are informed of opportunities for continuing their education beyond the 40-hour minimum requirement.
1	2	3	4	D. Students are advised of other community resources that are available to them (e.g., community-based organizations, legal aid, outreach, housing, health, etc.).

OVERALL RATING: *(circle)*	1 2 3 4

Comments: _____

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NOTE: Some items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for PRE-ENROLLMENT APPRAISAL

Overall Rating	
4	A pre-enrollment appraisal was completed for each student in a timely manner and accurately recorded.
3	Appropriate pre-enrollment appraisal tests were given. Some students, however, may have been omitted from this process.
2	A pre-enrollment appraisal was given. This may have been too late for submission to CASAS or for other use. Accuracy of scores is questionable.
1	No pre-enrollment appraisal was given, or the test that was given shows no correlation with the CASAS-validated instrument.

PRE-ENROLLMENT APPRAISAL

Pre-Enrollment Appraisal

(please circle)

No/Not Existing			Yes/Fully Implemented	
1	2	3	4	***A. An IRCA Pre-Enrollment Appraisal* form has been completed for each new and continuing student. All new students have been tested.***
1	2	3	4	***B. There is a process for submitting IRCA Pre-Enrollment Appraisal forms directly to CASAS in San Diego.***
1	2	3	4	***C. The IRCA Pre-Enrollment Appraisal data forms are used to identify students who are below, at, or above 215 on the CASAS scale.***

(If alternatives to the CASAS Appraisal Test are used, justification must be submitted to the Amnesty Education Office showing that the assessment data correlate effectively with the CASAS instrument data, and subsequentapproval must be granted.)*

OVERALL RATING: *(circle)*	1 2 3 4

Comments: _____

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8

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for ASSESSMENT

Overall Rating	
4	The agency has in place and operating a system whereby: (1) students are assessed and placed at an appropriate level according to their English language skills; (2) student progress is systematically monitored and recorded; and (3) formal level exit standards and criteria are used to move students from one level to another.
3	The agency has in place and operating a system of placement, but is less organized in monitoring and recording student progress. Exit standards and criteria are generally used to move students from level to level.
2	There is a system of placement, but it less formal (e.g., someone may, based on informal interviews with students, decide the appropriate ESL level for that student). Monitoring of progress is erratic. No formalized standards or criteria are used to move students among levels.
1	No formalized or systematic placement, monitoring, and recording of student progress or level-exit procedures exist. There matters reside with individual teachers, or with clerks and/or aides.

ASSESSMENT

Assessment (please circle)				
No/Not Existing			Yes/Fully Implemented	
1	2	3	4	A. A process is in place for placing students at an appropriate level of English language usage.
1	2	3	4	B. A process is established and used that systematically monitors and records student progress.
1	2	3	4	C. Level exit procedures and criteria are used to advance qualified students from one level to another (e.g., from Beginning to Intermediate level).

OVERALL RATING: (circle)	1	2	3	4

Comments: _____

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9

RATING CRITERIA for RECORD KEEPING: Basic Student Information

Overall Rating	
4	The agency has made operational a computer-based system that makes individual student data available on a quarterly basis, in addition to supplementary files (assessment data, copies of certificates, etc.) of individual student data. OR The agency has an individual file-folder system established with all data available on a quarterly basis in each student file.
3	The agency has started to systematize data and set up ways to insure that information is efficiently and accurately recorded in a central location. This system is partially in place.
2	The agency has minimal data recorded and can only access it from unorgainzed sources, given time.
1	Data are fragmented and incomplete. No system is present or imminent.

RECORD KEEPING

Basic Student Information

(please circle) No/Not Existing	Yes/Fully Implemented	The agency's records show the following for each student:
NO ☐	YES ☐	*A. Name*
NO ☐	YES ☐	*B. Sex*
NO ☐	YES ☐	*C. Age*
NO ☐	YES ☐	*D. Ethnicity*
NO ☐	YES ☐	*E. Native Country*
NO ☐	YES ☐	*F. Number of Years of U.S. Schooling (should be no more than 3 full-time academic years of school in the United States)*

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

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10

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for RECORD KEEPING: Enrollment/Residence

Overall Rating	
4	The agency has made operational a computer-based system that makes individual student data available on a quarterly basis, in addition to supplementary files (assessment data, copies of certificates, etc.) of individual student data. **OR** The agency has an individual file-folder system established with all data available on a quarterly basis in each student file.
3	The agency has started to systematize data and set up ways to insure that information is efficiently and accurately recorded in a central location. This system is partially in place.
2	The agency has minimal data recorded and can only access it from unorgainzed sources, given time.
1	Data are fragmented and incomplete. No system is present or imminent.

RECORD KEEPING

Enrollment Information

(please circle)

No/Not Existing	Yes/Fully Implemented	The agency's records show the following for each student:
NO ☐	YES ☐	*A. Each ELA has a Temporary Residence Card (I-688). Where recorded?* _____
NO ☐	YES ☐	*B. The agency records distinguish between an enrollee's Temporary Residence Card (I-688) and Employment Authorization Card (I-688A).*
NO ☐	YES ☐	*C. The date of expiration of the Temporary Residence Card (I-688) is recorded in each student's file.*
NO ☐	YES ☐	*D. Does the agency have a waiting list?*
NO ☐	YES ☐	*If yes, does the agency assess all new and continuing students to determine priorities for enrollment?*
NO ☐	YES ☐	*If no, has the agency certified to SDE that no priority students are on waiting lists, and has it requested exemption from the enrollment requirement?*
NO ☐	YES ☐	*If no, has the agency completed an abbreviated pre-enrollment form for all continuing students?*

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

11

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for RECORD KEEPING: Attendance

Overall Rating	
4	The agency has made operational a computer-based system that makes individual student data available on a quarterly basis, in addition to supplementary files (assessment data, copies of certificates, etc.) of individual student data. OR The agency has an individual file-folder system established with all data available on a quarterly basis in each student file.
3	The agency has started to systematize data and set up ways to insure that information is efficiently and accurately recorded in a central location. This system is partially in place.
2	The agency has minimal data recorded and can only access it from unorgainzed sources, given time.
1	Data are fragmented and incomplete. No system is present or imminent.

RECORD KEEPING

Attendance

(please circle) No/Not Existing			Yes/Fully Implemented	The agency's records show the following for each student:
1	2	3	4	*A. Records are maintained of daily attendance by hours.*
1	2	3	4	*B. Students are identified in agency records as either 245 (pre-1982) or 210 (SAW's).*
1	2	3	4	*Attendance records are on file in a central location.*

OVERALL RATING: (circle)	1	2	3	4

Comments: _____

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12

NOTE: All items on this page are required items, and are done in BOLDFACE type.

RATING CRITERIA for RECORD KEEPING: Certification

Overall Rating	
4	The agency has made operational a computer-based system that makes individual student data available on a quarterly basis, in addition to supplementary files (assessment data, copies of certificates, etc.) of individual student data. **OR** The agency has an individual file-folder system established with all data available on a quarterly basis in each student file.
3	The agency has started to systematize data and set up ways to insure that information is efficiently and accurately recorded in a central location. This system is partially in place.
2	The agency has minimal data recorded and can only access it from unorgainzed sources, given time.
1	Data are fragmented and incomplete. No system is present or imminent.

RECORD KEEPING

Certification

(please circle) No/Not Existing		Yes/Fully Implemented		The agency's records show the following for each student:
1	2	3	4	***A. The agency has recorded the date that each student has completed 40 hours of instruction (not necessary for 210-SAW's).***
1	2	3	4	***B. A copy of each student's certificate is on file.***
1	2	3	4	***C. Blank certificates are maintained in a secure place (e.g., a locked file cabinet or a locked room).***
1	2	3	4	***D. The agency has a process to notify students that a 40-hour instructional completion certificate has been issued, and the student is notified within 30 days.***

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

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13

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for FISCAL CONTROLS: Accounting System

Overall Rating	
4	The agency has established an accounting system for the SLIAG funds. The system is up-to-date and data are readily accessible. There is no possibility for serious error or mismanagement of funds.
3	The agency has set up an accounting system for the SLIAG funds. Records are up-to-date, but may be incomplete. There is little possibility for serious error or mismanagement of funds.
2	There are scattered records of SLIAG expenditures throughout the program. Most have not been posted into any central system. It may be difficult to distinguish SLIAG expenditures from other expenditures.
1	An accounting system does not exist or does not clearly separate and identify SLIAG fund expenditures.

FISCAL CONTROLS

Accounting System *(please circle)* No/Not Existing			Yes/Fully Implemented	The agency's records show the following:
1	2	3	4	***A. SLIAG funds and expenditures are maintained in a separate, identifiable accounting system.***
1	2	3	4	***B. Accounting procedures (e.g., computerized records, etc.) are in place to assure an audit trail to verify disbursal and accounting of SLIAG funds.***

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

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14

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for FISCAL CONTROLS: Reimbursement Claims

Overall Rating	
4	An easily-reviewed record system exists that assures reimbursement based only on documented attendance hours of legal ELA's. Hours for ELA's with a Work Authorization Card (I-688A) are submitted for reimbursement only if they have converted to temporary resident status.
3	Reimbursement records may be maintained in a less than clear or accessible manner. Most claims can be traced to documented student attendance hours, but the process may be difficult. Mixed classes may exist, and teachers in these classes have separate records for ELA's. The posting of those records, however, may be uneven or very late.
2	Reimbursement is claimed but documentation is sketchy. Pro-rating of students in mixed classes may be done by unrealistic formula. Some undocumented ELA's may be claimed. The date of student ELA eligibility may be in question for some.
1	Reimbursement procedures are not established or, if established, are not carefully maintained. Claims made cannot clearly be traced to documented student attendance hours. Funding for mixed classes is not clearly pro-rated or formulas are not realistic.

FISCAL CONTROLS

Reimbursement Claims

(please circle) No/Not Existing			Yes/Fully Implemented	The agency's records show the following:
1	2	3	4	***A. All claims for reimbursement can be traced to the number of attendance hours of ELA's.***
1	2	3	4	***B. Costs for ancillary services can be traced to actual expenditures.***
1	2	3	4	***C. Reimbursement claims are made only for ELA's with documented, lawful, temporary status or permanent residence (students with employment authorization [I-688A] are not included in reimbursement claims).***
1	2	3	4	***D. If ELA's attend mixed classes, ELA costs are prorated separately from the costs of other students.***

OVERALL RATING: (circle)	1 2 3 4

Comments: _____

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15

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for FISCAL CONTROLS: Equipment

Overall Rating	
4	Equipment is permanently labelled to indicate the source of funds (SLIAG), and use is clearly spelled out or pro-rated.
3	Equipment purchased with SLIAG funds has been labelled, but records of use are not established or pro-rated.
2	Some pieces of equipment purchased with SLIAG funds are labelled – others are not. The equipment is freely intermingled with non-SLIAG equipment and little attempt is made to distinguish usage.
1	Equipment purchased with SLIAG funds has not been labelled.
N/A	No equipment has been purchased with SLIAG funds.

FISCAL CONTROLS

Equipment *(please circle)* No/Not Existing — Yes/Fully Implemented	**The agency's records show the following:**
N/A 1 2 3 4	***A. All equipment purchased with SLIAG funds is identified in accordance with SDE requirements and used only for SLIAG purposes, or use is prorated.***

OVERALL RATING: *(circle)*	N/A 1 2 3 4

Comments: _____

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16

NOTE: All items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for
PROGRAM INFORMATION AND EVALUATION: Program Information

Overall Rating	
4	The Amnesty Education Program is well-established and operating according to the agency's approved plan. The program and instructional materials are provided free of charge, the student/teacher ratio averages 25 to 1 or less, the teachers are credentialled (at least 1 in the case of CBO's) and receive regular inservice training* about the Amnesty program requirements, and instructional improvement.
3	The program is fully-functioning, students are not charged fees for the program or for materials, teachers are credentialled (at least 1 for CBO's) but may have had little training* in integrating civics and ESL at different levels, in selecting appropriate resources for students. The student/teacher ratio fluctuates and may average a bit above 25 to 1.
2	The program is still struggling to get itself together. There may be difficulties with space, equipment, and supplies. Teachers are credentialled as specified in Amnesty education guidelines, but may not be experienced in both civics and ESL instruction. Student/teacher ratio may start out very high (40-50 to 1), but may drop off to less than 25 to 1 as students reach 40 hours. The only inservice* available is likely to have been from other teachers.
1	The agency may be charging up-front "fees" to students -- sometimes to be refunded upon return of materials -- or it may be charging non-refundable fees. Teacher certification may be misleading if teacher aides are actually teaching half of a class of 60-80 students without direct teacher supervision. Teachers may have been primarily "on their own" regarding training in instructional content and teaching methods.*

(Note that inservice is mandated for all instructors that do not meet Budget Act and Control Language Credential Requirements.)*

PROGRAM INFORMATION AND EVALUATION

Program Information

	(please circle)				The agency's records show the following:
	No/Not Existing		Yes/Fully Implemented		
	1	2	3	4	*A. The Amnesty Education Program, including instructional materials, is provided free of charge to eligible ELA's.*
N/A	1	2	3	4	*B. If the agency is a CBO or a QDE, there is at least one credentialed teacher.*
	1	2	3	4	C. Regular inservice education is provided to meet the teachers' instructional improvement needs, including cultural sensitivity.
	1	2	3	4	*D. The provider is INS approved.*

OVERALL RATING: (circle)	1 2 3 4

Comments: _____

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17

NOTE: Some items on this page are required items, and are done in ITALIC, BOLDFACE type.

RATING CRITERIA for PROGRAM INFORMATION AND EVALUATION: Program Evaluation

Overall Rating	
4	Long-range goals and objectives have been established for the agency's service to NLP's. Management continuously checks program achievement against those goals and objectives.
3	A self-review of the agency's program to serve NLP's has been conducted. A broad range of staff including instructors, guidance personnel (if available), and management were actively involved in the review process and were included in the desighning of plans for program improvement.
2	A self-review of the agency's program to serve NLP's has been conducted by program management. Management has also formulated plans for program improvement. Other staff have not been actively involved in this process.
1	No self-review was conducted of the agency's program. Tor is there a clear, long-range plan available for serving NLP's.

PROGRAM INFORMATION AND EVALUATION

Program Evaluation

(please circle)

No/Not Existing			Yes/Fully Implemented	The agency's records show the following:
1	2	3	4	A. Data on long-range program goals and objectives are in place and a systematic process (such as self-review) is used to assess the achievement or modification of those goals and objectives.
1	2	3	4	***B. Program data are systematically gathered and submitted to SDE in a timely manner***

OVERALL RATING: *(circle)*	1	2	3	4

Comments: _____

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18

NOTE: Some items on this page that are required items are done in ITALIC, BOLDFACE type.

AMNESTY EDUCATION
PROGRAM REVIEW

SUMMARY PROFILE SHEET

	INSTRUCTION							GUIDANCE		MANAGEMENT											
									Assess-ment		Record Keeping				Fiscal Controls				Program Info. and Evaluation		
	Overall Organization	Application and Transfer of Learning	Monitoring and Communication	Learning Styles and Processes	Appropriateness of Materials	Classroom Grouping Strategies		Student Options	Pre-Enrollment Appraisal	Assessment	Basic Student Information	Residence Information	Attendance Records	Certification	Accounting System	Reimbursement Claims	Equipment	Program Information	Program Evaluation
4																			
3																			
2																			
1																			

State Reviewer Comments

☐ The State Reviewer generally agrees with the above ratings in the Instruction and Guidance sections.

☐ The state reviewer generally disagrees with the above ratings in the Instruction and Guidance sections.

Comments: _____

_____

_____

Signature: _____

NAME _____ SITE _____

AMNESTY ESL: SELF-EVALUATION OF INSTRUCTION (POST)

To what extent do I include the following in my lessons? Please rate these on the following scale:

5 highly 4 3 adequately 2 1 minimally

1. Focus instruction on assisting students to develop the language skills needed to successfully complete the legalization process either by (1) taking an examination or (2) presenting a certificate of satisfactory pursuit

2. Integrate history and government content appropriate to the language proficiency levels of my students

3. Plan a sequentially organized program of instruction stressing what each student will be able to do (real life coping skills) at the end of each lesson

4. Plan lessons which involve students in language learning activities which are interactive,student-centered, and communicative

5. Include activities which build listening, speaking, reading , and writing skills in every lesson

6. Take into consideration the special needs of students who have had little or no education in their native countries and may not be literate in any language

7. Use a variety of instructional materials including the latest editions of the Federal Textbooks on Citizenship as a reference in planning classroom lessons

8. Provide a meaningful context for instruction by using visuals, real objects,or actions as appropriate

9. Use a variety of different instructional methods and techniques and grouping strategies (whole group, small group, pairs, and individual) to provide for students' varying learning styles and abilities

10. Incorporate cross cultural awareness activities which take into consideration the values, beliefs and traditions of the students enrolled

11. Keep grammar rules and explanations to a minimum, understanding that what the students can do in English is more important than what they know about English

12. Use every opportunity to provide a non-threatening supportive environment with positive reinforcement of student performance

13. Include adequate opportunity for lesson presentation, practice, application, and review

(Self-Evaluation continued)

14. Provide opportunities for students to use new skills or concepts long enough so that they can retain and apply them in the future

15. Monitor each student's progress toward attainment of specific outcomes or competencies

16. Relate each lesson to the competency objectives of the appropriate course of instruction

17. Project interest and enthusiasm

18. Treat students as adults